

# **OCCUPATIONAL STRESS AND ITS RISK FACTORS AMONG PRIMARY SCHOOL TEACHERS IN MELAKA TENGAH DISTRICT, MELAKA**

## **ABSTRACT**

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This study was conducted to evaluate the occupational stress level and its risk factors among primary school teachers in Melaka Tengah District, Melaka. A total of 175 primary school teachers (N = 175) from five primary schools in the districts were randomly selected to be involved in this study. The questionnaires used consist of three factors representing the main sources of teacher stress, specifically workload, students' misbehavior, and interpersonal relationship. The research instrument used is Teacher Stress Inventory formed by Boyle et al. (1995) which has been modified by Mokhtar (1998), Mazlan (2002) and also the researchers themselves. A pilot study was conducted among 50 primary school teachers in the same districts. The Alpha Cronbach for the instrument used in this study is 0.97. The data were performed descriptively (mean, frequency and percentage) and inferency (Pearson-Correlation Test and Independent T-Test) methods. Results indicate that the overall occupational stress level is at medium level. Among the three factors, students' misbehavior is the strongest determinant of teacher stress with a mean of 2.93. Other factors are workload (mean = 2.12) at low level and interpersonal relationships (mean = 2.42) at medium level respectively. The result additionally indicates that there is no significant difference of occupational stress among the respondents based on gender. Furthermore, the result of this study failed to indicate a significant correlation between occupational stress among primary school teachers and demographic factors such as age.

**Keywords:** occupational stress, workload, students' misbehavior, interpersonal relationship, descriptively.

## LIST OF ABBREVIATIONS

|      |                                     |
|------|-------------------------------------|
| WHO  | World Health Organization           |
| UiTM | University of Technology MARA       |
| SPM  | Sijil Pelajaran Malaysia            |
| SK   | Sekolah Kebangsaan                  |
| MOE  | Ministry of Education               |
| NIMH | National Institute of Mental Health |

## LIST OF SYMBOLS

|    |                         |
|----|-------------------------|
| df | Degrees of freedom      |
| M  | Mean                    |
| n  | Number of samples       |
| N  | Total number of samples |
| p  | Significant level       |
| r  | Percentage              |

## **INTRODUCTION**

Education plays a significant role in realizing Malaysia's aspirations to be a developed country. In general, there are five levels of education available in this country which is Preschool, Primary School, Secondary School, Postgraduate, and Higher Education. According to the Ministry of Education Malaysia, there are 7772 primary schools registered in Malaysia, and the enrollment for primary students is about 2,727,068 students. To cater to the enrolled primary students, there are 182, 240 of Primary school teachers all around Malaysia and the numbers are increasing every year. The future of every nation depends on its people. Therefore, the government has taken proactive steps to ensure that our country is in line with other developed and developing countries. It is important for everyone to have the necessary knowledge, skills, and values to survive the competitive and globalized world with rapid development in science, technology, and information. Hence, teachers play a vital role in constructing a strong personality for every child at a very young age. Good teachers are essential for well-adapted education. They work as a caretaker and sometimes act like a parent to the children. However, the teaching profession is one of the stressful and challenging fields.

Stress at work is a modern pandemic and a public health concern. According to the World Health Organization, poor work organization, poor work design, poor management, unsatisfactory working conditions and lack of support from colleagues and supervisors can be the causes of work-related stress. Stress is about how the brain and the body react to any query, referring to the National Institute of Mental Health (NIMH). Teachers have been asked to prepare themselves with a wide range of qualities, knowledge, and skills to be the examples of ascetic life that should be idealized, exemplary

to students, not to make mistakes, and also produce an effective form of teaching (Peter Songan and Narawi, 2002). Based on the previous study, occupational stress among teachers was quite moderate and still under control. However, the new plan and strategy from MOE might alleviate the stress over time. As teachers are a vital asset to the nation, it is important for teachers to pay special attention to stress. With the stress of teachers, it will have an impact on teachers' commitment when carrying out tasks and responsibilities. Measuring teacher stress is important as it provides an indicator of understanding more in teachers' occupational stress.

Many studies have been done in institutions of higher learning in the form of a thesis. One of the studies conducted by Ghani et al. (2014) resulted in teacher stress among special education teachers in Penang, Malaysia is at moderate level. In addition to the sources of stress, the present study identified students' misbehavior as the main source of stress mainly among special education teachers. This is followed by workload, time and resources difficulties, recognition, and interpersonal relationships. These results are consistent with the findings of Mazlan (2002) which indicated that pupil misbehavior is the main cause of teachers' stress. Moreover, a study by Azizi (2010), and Tajulashikin et al. (2013) showed that most of the respondents of teacher stress study are at moderate stress level. Besides that, in a study on prevalence and factors associated with stress among secondary school teachers in Kota Bharu, Kelantan, Malaysia, according to Azlihanis et al. (2009) found out that there are seventeen-point four (17.4) percent which is 101 of teachers experienced mild stress. Teachers in secondary school are more stressed as compared to the teachers in primary schools as revealed by Kavita et al. (2018) in her study.

There are many factors that emerge as contributors to teacher's occupational stress associated with an organization such as structure and climate, management role, administrative support, work environment, student' discipline, behavior and background or from teachers themselves such as demographics; age, level of education, interpersonal relationships, position in an organization, personality aspects, self-success and so on. As mentioned by Tee (2006) in his paper, Malaysian Education Minister Datuk Seri Hishammuddin Tun Hussein has reported that teachers in Johor and Melaka were classified as 'burdened teachers' as compared to their counterparts employed in other states. Hence, this study chooses Melaka Tengah District to be the study location to perform the association of occupational stress among primary school teachers and its risk factors.

## **Materials and Methods**

This study was conducted using a questionnaire method based on the Teacher Stress instrument Inventory formed by Boyle et al. (1995) and it has been modified by Mokhtar (1998) and Mazlan (2002) for use in the context of teachers in Malaysia. Researchers have done a modification of the questionnaire so that it can be used in the context of primary school teachers in the district of Melaka Tengah. The survey questionnaire of this study is divided into two parts. Part A aims to get respondents' background information (gender, age, race, marital status, education level, employment years and working hours). Whereas, Part B is for identifying the causes and levels of stress faced by respondents. In this section, a total of 30 items were constructed to investigate three factors of teacher's occupational stress, namely workload, students' misbehavior,

and interpersonal relationships. Five Mark Likert Scale has been used to determine the level of respondents' agreement on the factors that cause occupational stress. The scale is as in the table below:

Table 1: Five Mark Likert Scale

| Stress Level     | Score |
|------------------|-------|
| No stress        | 1     |
| Low stress       | 2     |
| Medium stress    | 3     |
| High stress      | 4     |
| Very much stress | 5     |

In the case of an independent variable, the study will focus only on three factors of stress: workload, students' misbehavior, and interpersonal relationships between primary school teachers. Whereas, the occupational stress of primary school teachers is the dependent variable for this study. The purpose of this study is to determine the association between the occupational stress factor such as workload, students' misbehavior, interpersonal relationship of teachers, and occupational stress among teachers in primary school around Melaka Tengah District, Melaka. This study will be carried out among teachers at the chosen primary schools in the Melaka Tengah District, Melaka only.

## **METHODOLOGY**

Descriptive quantitative survey is used to gather information related to the study that associates the occupational stress among primary school teachers in Melaka Tengah Districts based on workload, students' misbehavior, interpersonal relationship, gender and age. The study population involved are five primary school teachers from schools in Melaka Tengah Districts. A systematic random sampling method is used to determine the total sample of the study. Accordingly, the population of this study was 318 primary school teachers and the number of selected samples that were chosen to participate in this study is 175 primary school teachers. A pilot study was conducted to test the validity and reliability of the items in the questionnaires answered by 50 primary school teachers in the same districts. The results obtained were analyzed using Statistical Package for the Social Science (SPSS) was 0.967. Hence, the questionnaires can be used to gather data for this study purposes.

Next, permission to conduct the study was obtained from the District Education Officer and the Division of Educational Planning and Research. Then, researchers distributed online questionnaires in a Google form to teachers at the selected primary school with the assistance of the administrator. Information and details are also provided on the online platform for all teachers to avoid errors and problems that may arise. Statistical frequency, mean and percentage distribution frequency are used in the analysis of the data collected in this study. Finally, SPSS is used to analyze any information or data that have been required. The analysis was made after all completed questionnaires were collected from the respondents among primary school teachers in Melaka Tengah District.

## RESULT

The sample involved in this study consists of 175 primary school teachers in five primary schools in the same district, Melaka Tengah Districts. The following is an analysis and commentary on the background of the respondents involved in this study.

Table 2: Respondent's Information

| <b>Demography Factors</b> | <b>Classification</b> | <b>Frequency (n)</b> | <b>Percentage (%)</b> |
|---------------------------|-----------------------|----------------------|-----------------------|
| Age                       | 20 - 30 years old     | 6                    | 3.4                   |
|                           | 31 - 40 years old     | 53                   | 30.3                  |
|                           | 41 - 50 years old     | 81                   | 46.3                  |
|                           | 51 - 60 years old     | 35                   | 20.0                  |
| Gender                    | Male                  | 35                   | 20.0                  |
|                           | Female                | 140                  | 80.0                  |
| Teaching Experience       | 1 - 10 years          | 32                   | 18.3                  |
|                           | 11 - 20 years         | 69                   | 39.4                  |
|                           | 21 - 30 years         | 62                   | 35.4                  |
|                           | 31 - 40 years         | 12                   | 6.9                   |

Table 2 shows the respondents' demographic information. Respondents aged between 41 years to 50 years are the largest group of respondents, namely, 81 people (46.3 percent) and six respondents aged between 20 years to 30 years are the smallest groups of respondents involved in this study. Moreover, the results of the study found that the

number of male respondents is 35 people (20.0 percent) while female is 140 people (80.0 percent). Besides, the largest number of respondents are teachers with teaching experience between 11 years to 20 years, which is 69 people (39.4 percent), followed by respondents who have teaching experience for 21 years to 30 years as many as 62 people (35.4 percent) and teaching experience between one year to 10 years as many as 32 people (18.3 percent).

### **Occupational Stress Factor Among Primary School Teacher**

Table 3: Occupational Stress Levels by Mean and Standard Deviation for Each Occupational Stress Factor

| <b>Occupational Stress Factor</b> | <b>Mean</b> | <b>Standard Deviation</b> | <b>Level of Stress</b> |
|-----------------------------------|-------------|---------------------------|------------------------|
| Workload                          | 2.12        | 0.75                      | Low                    |
| Students' Misbehavior             | 2.93        | 0.90                      | Medium                 |
| Interpersonal Relationship        | 2.42        | 0.75                      | Medium                 |
| <b>Total</b>                      | 2.50        | 0.76                      | Medium                 |

Table 3 shows the occupational stress among the respondents according to the mean and standard deviation of every factor. The study also showed that students' misbehavior factor emerged as the main cause of occupational stress among the respondents of this study. This is followed by workload and interpersonal relationship factors. Respondents' occupational stress for students' misbehavior factors and interpersonal communication factors are at a medium level while the task load factor is seen to reach low levels. Overall, the findings have shown occupational stress among primary school teachers who are at a medium level with an overall mean value of 2.50 and a standard deviation of 0.76.

### Workload Factor Among Primary School Teacher

Data analysis has shown that the overall mean value of the workload factor is 2.12 and the standard deviation is 0.75. Based on Table 2, it is found that occupational stress among primary school teachers involved in this study is at a low level for workload factor. This factor is not the main cause of respondents' occupational stress. The statement “attend courses, seminars or workshops to improve your skills and knowledge” is the category of workload that causes most occupational stress among primary teachers. The least workload that results in occupational stress among respondents is “provide teaching preparation record books”.

Table 4: Occupational Stress Level Distribution of Respondents by Frequency and Percentage for Workload Factors

| Occupational Stress Level | Frequency | Percentage |
|---------------------------|-----------|------------|
| Low                       | 123       | 70.3 %     |
| Medium                    | 45        | 25.7 %     |
| High                      | 7         | 4.00 %     |
| <b>Total</b>              | 175       | 100 %      |

Table 4 shows the level of occupational stress of respondents' distribution according to the frequency and percentage of workload factors. The majority of respondents (70.3 percent) experienced low occupational stress, followed by 25.7 percent of respondents who experienced medium stress and 4 percent faced occupational stress on a high level.

### Students' Misbehavior Factor Among Primary School Teacher

Data analysis from Table 3 has shown that the overall mean value of the workload factor is 2.93 and the standard deviation is 0.90. With reference to Table 5, it is found that occupational stress among primary school teachers in Melaka Tengah district involved in this study is at a medium level for students' misbehavior factor, nevertheless, it is the main cause of occupational stress. The disrespectful and uncivilized students' behavior have been identified as the main contribution to this kind of stress while teaching less motivated students is the students' misbehavior that least contributes to occupational stress among respondents.

Table 5: Occupational Stress Level Distribution of Respondents by Frequency and Percentage for Students' Misbehavior Factors

| Occupational Stress Level | Frequency | Percentage |
|---------------------------|-----------|------------|
| Low                       | 47        | 26.9 %     |
| Medium                    | 86        | 49.1 %     |
| High                      | 42        | 24.0 %     |
| <b>Total</b>              | 175       | 100 %      |

Table 5 shows the level of occupational stress of respondents' distribution according to the frequency and percentage of students' misbehavior factor. There were 49.1 percent of respondents experiencing medium occupational stress, 26.9 percent of respondents experienced low occupational stress and 24.0 percent of respondents facing occupational stress at a high level.

### Interpersonal Relationship Factor Among Primary School Teacher

Data analysis also proves that the overall mean value of interpersonal relationship factors is 2.42 and the standard deviation is 0.75. Based on Table 6, it can be concluded that occupational stress among the respondents involved in this study is at a moderate level for interpersonal relationships' factor. This factor is not the main cause of respondents' occupational stress. It is the second factor of occupational stress for study respondents. A visit conducted by the nazir is the most significant interpersonal relationship factor in causing stress for teachers. The least interpersonal relationship factors result in occupational stress among respondents is competing with other teachers to obtain promotions, salaries or awards from administrators.

Table 6: Occupational Stress Level Distribution of Respondents by Frequency and Percentage for Interpersonal Relationship Factors

| Occupational Stress Level | Frequency | Percentage |
|---------------------------|-----------|------------|
| Low                       | 62        | 35.4 %     |
| Medium                    | 91        | 52.0 %     |
| High                      | 22        | 12.6 %     |
| <b>Total</b>              | 175       | 100 %      |

Table 6 shows the level of occupational stress of respondents' distribution according to the frequency and percentage of interpersonal relationships factors among primary school teachers. More than half of respondents (52.0 per cent) face occupational stress on a medium stage. While 35.4 percent and 12.6 percent of respondents suffered respectively low and high occupational stress.

### **Gender Differences in Occupational Stress Among Primary School Teacher**

Hypothesis 1: There Is No Difference in Occupational Stress Among Primary School Teacher in Melaka Tengah District by Gender

Table 7: Mean and Significant Values for Differences Between Occupational Stress Among Primary School Teacher in Melaka Tengah District by Gender

| <b>Gender</b> | <b>N</b> | <b>Mean</b> | <b>Standard<br/>Deviation</b> | <b>df</b> | <b>t</b> | <b>Significance</b> |
|---------------|----------|-------------|-------------------------------|-----------|----------|---------------------|
| Male          | 35       | 2.63        | 0.73                          | 173       | 1.232    | 0.220               |
| Female        | 140      | 2.46        | 0.74                          | 52.99     | 1.245    | 0.219               |

\* $p < 0.05$

Based on Table 7, it is found that the value of  $p = 0.220$  and  $0.219$ , which is greater than the value of  $\alpha = 0.05$ . When the  $p$  value is greater than  $0.05$ , the hypothesis fails to reject which means there is no statistical difference between two groups, gender and occupational stress among primary school teachers. Hence, Hypothesis 1 is accepted. The results indicate that there is no significant mean difference between occupational stress among male and female primary school teachers ( $p > 0.05$ ).

## **Correlation Between Age and Occupational Stress Among Primary School Teacher**

Hypothesis 2: There Is No Significant Relationship Between Occupational Stress

Among Primary School Teacher in Melaka Tengah District with Age

Table 8: Significant and Pearson Correlations Values for Relationships Between Occupational Stress Among Primary School Teacher in Melaka Tengah District with Age

|     |                        | <b>Occupational Stress</b> |
|-----|------------------------|----------------------------|
| Age | Pearson Correlation    | -0.075                     |
|     | Significant (2-tailed) | 0.327                      |
|     | N                      | 175                        |

\*p < 0.05

From Table 8 above, it is seen that the correlation coefficient for the pair of occupational stress variables and age is low, which is -0.075. It also proves that the variables of occupational stress and age have a very strong negative relationship since the value of the correlation coefficient is far from the value of 1 (the maximum value for a correlation coefficient). -1 which indicates one variable increase and the other variable decreases. The value of the negative correlation coefficient indicates that the relationship that exists between the two variables is a negative relationship. The results of the analysis also clearly show that there is no significant relationship between occupational stress among respondents with age where the significance value is 0.327, which is greater than the set significance level of 0.05 in the two-way correlation test. Thus, Hypothesis 2 is accepted.

## DISCUSSION

The results of this study indicate that the level of occupational stress of the primary school teachers involved is at the medium level on the whole. The findings of this study are in line with the findings of the study conducted by Zakiah (2003) who concluded that the level of occupational stress for Urban Zone Primary School teachers, Kota Tinggi is moderate, with 48 people (61.5 percent) respondents experiencing occupational stress levels moderate, 20 people (25.6 percent) respondents at a high level and only 10 people (12.9 percent) respondents experienced low occupational stress. The results of this study are consistent with the opinion of Raja Maria (2011). The results of their study showed that most respondents in their study experienced moderate stress levels. Accordingly, the results of this study are also convincing to the opinions of Safiah (2006), Kamaruzaman (2007), Fun (2008), Azizi et al. (2010) and also Tajulashikin et al. (2013) emphasizes that the majority of teachers that have been surveyed suffer from stress at medium stress level.

In addition, Ghani et al. (2014) in his study of 92 special education teachers who at the moment teach in special education classes in the state of Penang found that the overall stress level is at a moderate level on average. Students' misbehavior factors were identified as the main cause of occupational stress among respondents. Teachers may feel insecure and challenged with the range of behavior and attitudes of these special students since they can be very abrupt but with the years of training and experience (Dunham, 1992), they may be able to handle the stress well. In such a situation, they feel confused and not sure about the right action to take to address this problem. This confusion can lead to increased occupational stress among teachers. The findings of this study are in line with the findings a study conducted by Ramli (2003) on 43 graduate workshop teachers and

non-graduate in secondary schools in the district of Kuala Pilah, Negeri Sembilan which shows that the factor of students' misbehavior is the highest cause pressure on the workshop teachers involved.

The findings of this study are also supported by the findings of a study that has been conducted by a division head at the University of Bristol in 1989 which stated that students' misbehavior persisted as a major cause of occupational stress for some of its colleagues (Dunham, 1992). A previous study by Mazlan (2002) on 91 primary school teachers in the Southeast Zone, Kulai, Johor also found that students' misbehavior is the main cause of teachers' occupational stress apart from interpersonal relationship factors. In addition, Abdul Rahim (2002) who has conducted his study on 130 secondary and primary school teachers in Kota district High also stressed that students' misbehavior, workload and time constraints are factors that have the highest mean score in causing occupational stress among teachers. Besides, in a study conducted by Pratt (1978), a total of 124 teachers in Sheffield were asked to complete the Teacher-Event Stress Inventory. The results show that the causes of stress that have the highest mean value include restless students, students who do not follow instructions and the presence of troubled students in the classroom. All of these items are related to students' misbehavior.

## CONCLUSION

Overall, the occupational stress experienced by the primary school teachers involved in the study is at a moderate level and influenced by the students' misbehavior. Based on the study that has been conducted, students' misbehavior has been identified as the factor that contributes the most to occupational stress among respondents. This is followed by the interpersonal relationship factor and workload factor as the second factor and the third factor respectively. All of these factors cause occupational stress among primary school teachers. The findings of this study also show that there is no significant difference in occupational stress among respondents by gender. In addition, occupational stress respondents also proved not to be significantly related to the age of primary school teachers in the Melaka Tengah District.

Nowadays, teachers have to face different demands, neither from the school management nor the parents and society. The researcher observed this limitation to be an idea that leads to this research. The general objectives of the study are to determine the factors associated with stress level among primary school teachers in Melaka Tengah District. Occupational stress faced by teachers has been an issue frequently investigated in various educational research. These studies can be used to help teachers overcome the confusion they face, attract attention and increase understanding by the society on the problems faced by teachers as well as studying the causes of occupational stress for formulating effective action planning in overcoming teachers' occupational stress. So, it is hoped that more studies related to teachers' occupational stress can be conducted in particular against primary and also secondary school teachers serving in the country. According to Farber (1981), the effects of teachers' occupational stress and burnout on

the education system are simply described and turned out to be very serious. In this context, he says that teachers who are currently serving will find alternative sources of job satisfaction and are always looking for changes in their careers. While the recruitment and retention of new teachers will be increasingly difficult, although more lucrative salaries are offered.

In addition, an intervention plan should be developed and implemented. Three intervention approaches are suggested, which are primary, secondary and tertiary. Primary intervention concluded that the most effective way to inhibit stress is to remove stressors from the workplace. This reduces the strain placed on individuals together. This is the most effective and systematic approach when examining specific stressors. Besides, secondary interventions focus on individuals rather than on the environment (primary). It is the most common form of intervention in organizations such as stress management training, etc. to raise awareness of their strain levels and coping strategies. Another example would be training in managing workloads and time management skills that can help prevent stress among school teachers. Furthermore, tertiary prevention, which focuses on rehabilitating individuals who have suffered ill-health or reduced well-being as a result of stress burns in the workplace. For instance, the Employee Assistance Program (EAP) may help teachers deal with work-related stressors that cannot be structurally removed (through counselling). The EAP also encompasses procedures for identifying personal issues that interfere with job satisfaction like family and personal issues.

However, the impact of occupational stress among teachers and the most critical burnout is on the teaching and learning process involving the children of our nation.

Therefore, the issue of teacher occupational stress and burnout should be given serious attention by all parties. This problem should be addressed before it spreads and becomes a common phenomenon among teachers. Despite all, as the saying goes "prevention is better than cure". High occupational stress should be avoided so that teachers can provide the best quality of teaching to their students.

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## **APPENDIX**

### **FAKULTI SAINS KESIHATAN UNIVERSITI TEKNOLOGI MARA**

#### **TITLE OF TOPIC:**

#### **ASSOCIATION OF OCCUPATIONAL STRESS AND ITS RISK FACTORS AMONG PRIMARY SCHOOL TEACHER IN MELAKA**

Dear teachers,

You are being invited to take part in a research study. This questionnaire aims to evaluate the occupational stress level and the risk factors faced by primary school teachers in Jasin District, Melaka. It is hoped that teachers can answer this questionnaire honestly and sincerely. All information and answers you provide will be used for the purpose of this study only. Your personal information will be kept confidential.

This questionnaire contains two parts, roughly Part A is about your background and socio-demographic, while Part B is related to the factors that cause work stress. Please take time to read the following information carefully and you may discuss it with others as well. You may withdraw and decline to participate in this study at any time. All the cooperation you provide is greatly appreciated and is preceded by many thanks.

Any inquiry, you may refer to:

Researcher: Name: 'AIDA 'AQEELAH BINTI ZAINAL ABIDIN  
Tel No.: 011-21379424

Supervisor: Name: MEGAT AZMAN BIN MEGAT MOKHTAR  
Tel. No: 019-2141200

Thank you for your participation.

#### **Instructions:**

- 1) There are TWO (2) sections in this questionnaire. Please answer ALL questions in ALL sections.
- 2) Completion of this form will take you approximately 5 to 10 minutes.
- 3) The contents of this questionnaires will be kept strictly confidential and used for the purpose of this study only.

## Part A: SOCIO DEMOGRAPHIC

INSTRUCTIONS: In this section, you are required to provide information about your background. You are asked to mark any information that applies to you. Mark [✓] only the most accurate statement about yourself.

*ARAHAN: Di dalam bahagian ini, anda dikehendaki memberi maklumat mengenai latar belakang diri anda. Anda diminta menandakan mana-mana maklumat yang bersesuaian dengan diri anda. Tandakan [✓] hanya pernyataan yang paling tepat tentang diri anda.*

- |    |                                             |                                                                                                                                              |
|----|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Age<br><i>Umur</i>                          | [ _____ ] years<br><i>tahun</i>                                                                                                              |
| 2. | Sex<br><i>Jantina</i>                       | [ ____ ] Men<br><i>Lelaki</i><br>[ ____ ] Women<br><i>Perempuan</i>                                                                          |
| 3. | Race<br><i>Bangsa</i>                       | [ ____ ] Malay<br><i>Melayu</i><br>[ ____ ] Chinese<br><i>Cina</i><br>[ ____ ] Indian<br><i>India</i><br>[ ____ ] Others<br><i>Lain-lain</i> |
| 4. | Marital Status<br><i>Status Perkahwinan</i> | [ ____ ] Single<br><i>Bujang</i><br>[ ____ ] Married<br><i>Berkahwin</i><br>[ ____ ] Divorce<br><i>Berceraai</i>                             |
| 5. | Education level<br><i>Tahap pendidikan</i>  | [ ____ ] SPM<br>[ ____ ] Diploma<br>[ ____ ] Degree<br>[ ____ ] Masters<br>[ ____ ] Ph.D                                                     |

6. Duration of employment [ \_\_\_\_\_ ] tahun  
*Tempoh masa bekerja* years
7. Working hours [ \_\_\_\_ ] 6 hours – 8 hours  
*Purata waktu bekerja sehari* [ \_\_\_\_ ] 8 hours and above

## PART B: RISK FACTORS OF OCCUPATIONAL STRESS

There is no right or wrong answer. Please read each statement and describe your personal views of the following statements related to your current workplace as objectively as you can, by encircling the number against each statement from the rating scale given below.

*Tidak ada jawapan yang betul atau salah. Sila baca setiap pernyataan dan jelaskan pandangan peribadi anda mengenai pernyataan berikut yang berkaitan dengan tempat kerja anda sekarang secara objektif seperti yang anda boleh, dengan melingkari nombor pada setiap pernyataan dari skala penilaian yang diberikan di bawah.*

### a) Workload

| No. | Items                                                                                                                                                                                  | No Stress | Low Stress | Medium Stress | High Stress | Very much Stress |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------|---------------|-------------|------------------|
| 1   | Keep the safety of students while carrying out the learning and teaching process<br><br><i>Menjaga keselamatan pelajar ketika menjalankan proses pembelajaran dan pengajaran (PDP)</i> | 1         | 2          | 3             | 4           | 5                |
| 2   | Complete school work at home.<br><br><i>Menyiapkan kerja sekolah di rumah.</i>                                                                                                         | 1         | 2          | 3             | 4           | 5                |

|   |                                                                                                                                        |   |   |   |   |   |
|---|----------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 3 | Responsible for student failure in examinations.<br><br><i>Dipertanggungjawabkan atas kegagalan pelajar dalam peperiksaan.</i>         | 1 | 2 | 3 | 4 | 5 |
| 4 | Provide teaching preparation record books.<br><br><i>Menyediakan buku rekod persediaan mengajar.</i>                                   | 1 | 2 | 3 | 4 | 5 |
| 5 | Examine student assignments and answer sheets.<br><br><i>Memeriksa tugas dan kertas jawapan pelajar.</i>                               | 1 | 2 | 3 | 4 | 5 |
| 6 | Becoming a substitute teacher due to the absence of other teachers.<br><br><i>Menjadi guru ganti kerana ketidak hadiran guru lain.</i> | 1 | 2 | 3 | 4 | 5 |
| 7 | Maintain the cleanliness and tidiness of the workshop.<br><br><i>Menjaga kebersihan dan kekemasan bengkel.</i>                         | 1 | 2 | 3 | 4 | 5 |
| 8 | Perform administrative work that is not within the scope of work.<br><br><i>Melakukan kerja-kerja pentadbiran yang bukan di</i>        | 1 | 2 | 3 | 4 | 5 |

|    |                                                                                                                                                                                      |   |   |   |   |   |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
|    | <i>dalam bidang tugas.</i>                                                                                                                                                           |   |   |   |   |   |
| 9  | A lot of time is spent preparing for teaching.<br><br><i>Banyak masa digunakan untuk membuat persediaan pengajaran.</i>                                                              | 1 | 2 | 3 | 4 | 5 |
| 10 | Too much teaching time.<br><br><i>Jumlah waktu mengajar yang terlalu banyak.</i>                                                                                                     | 1 | 2 | 3 | 4 | 5 |
| 11 | Attend courses, seminars or workshops to improve your skills and knowledge.<br><br><i>Menghadiri kursus, seminar atau bengkel untuk meningkatkan kemahiran dan pengetahuan diri.</i> | 1 | 2 | 3 | 4 | 5 |
| 12 | Given too much work at one time.<br><br><i>Diberi terlalu banyak kerja dalam satu masa.</i>                                                                                          | 1 | 2 | 3 | 4 | 5 |

**b) Student Misbehaviour**

| No. | Items                                                                                                                           | No Stress | Low Stress | Medium Stress | High Stress | Very much Stress |
|-----|---------------------------------------------------------------------------------------------------------------------------------|-----------|------------|---------------|-------------|------------------|
| 1   | Teach a class whose students are less focused during the teaching.<br><br><i>Mengajar kelas yang pelajaranya kurang memberi</i> | 1         | 2          | 3             | 4           | 5                |

|   |                                                                                                                     |   |   |   |   |   |
|---|---------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
|   | <i>tumpuan semasa pengajaran dijalankan.</i>                                                                        |   |   |   |   |   |
| 2 | Handling students with disciplinary problems.<br><br><i>Mengendalikan pelajar-pelajar yang bermasalah disiplin.</i> | 1 | 2 | 3 | 4 | 5 |
| 3 | Students who do not complete homework.<br><br><i>Pelajar yang tidak menyiapkan tugas.</i>                           | 1 | 2 | 3 | 4 | 5 |
| 4 | Negative student attitudes towards teaching.<br><br><i>Sikap pelajar yang negatif terhadap pengajaran.</i>          | 1 | 2 | 3 | 4 | 5 |
| 5 | Students do not follow instructions<br><br><i>Pelajar tidak mengikut arahan.</i>                                    | 1 | 2 | 3 | 4 | 5 |
| 6 | Disrespectful and civilized student behavior.<br><br><i>Tingkah laku pelajar yang kurang sopan dan beradab.</i>     | 1 | 2 | 3 | 4 | 5 |
| 7 | Teaching less motivated students.<br><br><i>Mengajar pelajar yang kurang bermotivasi.</i>                           | 1 | 2 | 3 | 4 | 5 |
| 8 | Students who make noise                                                                                             | 1 | 2 | 3 | 4 | 5 |

|  |                                                           |  |  |  |  |  |
|--|-----------------------------------------------------------|--|--|--|--|--|
|  | during teaching.                                          |  |  |  |  |  |
|  | <i>Pelajar yang membuat<br/>bising semasa pengajaran.</i> |  |  |  |  |  |

**c) Interpersonal relationship**

| No. | Items                                                                                                                              | No Stress | Low Stress | Medium Stress | High Stress | Very much Stress |
|-----|------------------------------------------------------------------------------------------------------------------------------------|-----------|------------|---------------|-------------|------------------|
| 1   | Receive fewer clear instructions from the administrator.<br><br><i>Menerima arahan yang kurang jelas daripada pihak pentadbir.</i> | 1         | 2          | 3             | 4           | 5                |
| 2   | Tight relationships with colleagues.<br><br><i>Perhubungan tegang dengan rakan-rakan sekerja.</i>                                  | 1         | 2          | 3             | 4           | 5                |
| 3   | Lack of cooperation from parents of students.<br><br><i>Kurang mendapat kerjasama daripada ibu bapa pelajar.</i>                   | 1         | 2          | 3             | 4           | 5                |
| 4   | Visited by school Nazir.<br><br><i>Dilawati oleh jemaah nazir sekolah.</i>                                                         | 1         | 2          | 3             | 4           | 5                |
| 5   | The process of teaching observation by the principal.<br><br><i>Proses pencerapan pengajaran oleh pengetua.</i>                    | 1         | 2          | 3             | 4           | 5                |
| 6   | Not given the freedom to choose an option subject.                                                                                 | 1         | 2          | 3             | 4           | 5                |

|    |                                                                                                                                                                                                                       |   |   |   |   |   |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
|    | <i>Tidak diberi kebebasan untuk memilih mata pelajaran opsyen.</i>                                                                                                                                                    |   |   |   |   |   |
| 7  | Attitudes and behaviors of your unpleasant colleagues.<br><br><i>Sikap dan tingkah laku rakan sekerja yang tidak menyenangkan anda.</i>                                                                               | 1 | 2 | 3 | 4 | 5 |
| 8  | Not getting support from colleagues in conducting an activity.<br><i>Tidak mendapat sokongan daripada rakan-rakan sekerja di dalam mengendalikan sesuatu aktiviti.</i>                                                | 1 | 2 | 3 | 4 | 5 |
| 9  | Dealing with administrators.<br><br><i>Berurusan dengan pihak pentadbir.</i>                                                                                                                                          | 1 | 2 | 3 | 4 | 5 |
| 10 | Compete with other teachers to obtain promotions, salaries or awards from administrators.<br><br><i>Bersaing dengan guru lain untuk memperolehi kenaikan pangkat, gaji atau penghargaan daripada pihak pentadbir.</i> | 1 | 2 | 3 | 4 | 5 |

**THANK YOU FOR YOUR COOPERATION**